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**2003-2004 *No Child Left Behind—Blue Ribbon Schools Program***  
**Cover Sheet**

Name of Principal Mrs. Sharon Vestermark  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Valencia Elementary School  
(As it should appear in the official records)

School Mailing Address 25661 Paseo de Valencia  
(If address is P.O. Box, also include street address)

Laguna Hills California 92653-5308  
City State Zip Code+4 (9 digits total)

Tel. ( 949 ) 830-3650 Fax ( 949 ) 830-1868

Website/URL http://www.svusd.k12.ca.us E-mail vestermarks@svusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Jerry C. Gross, Ph.D  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Saddleback Valley Unified School District Tel. ( 949 ) 586-1234

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mrs. Ginny Faye Aitkens  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

|    |   |
|----|---|
| 26 | Elementary schools                                |
| 0  | Middle schools                                    |
| 4  | Junior high schools                               |
| 5  | High schools                                      |
| 1  | Other (Briefly explain) Severely handicapped site |
| 36 | TOTAL   |
  
2. District Per Pupil Expenditure: \$6,428  
 Average State Per Pupil Expenditure: \$7,239

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

|       |   |
|-------|---|
| [ ]   | Urban or large central city                                   |
| [ ]   | Suburban school with characteristics typical of an urban area |
| [ X ] | Suburban  |
| [ ]   | Small city or town in a rural area                            |
| [ ]   | Rural   |
  
4. 1 Number of years the principal has been in her/his position at this school.  
6 If fewer than three years, how long was the previous principal at this school?
  
5. Number of students enrolled at each grade level or its equivalent in applying school:

| Grade                                   | # of Males | # of Females | Grade Total |  | Grade | # of Males | # of Females | Grade Total |
|---|------------|--------------|-------------|--|-------|------------|--------------|-------------|
| K                                       | 36         | 38           | 74          |  | 7     |            |              |             |
| 1                                       | 41         | 51           | 92          |  | 8     |            |              |             |
| 2                                       | 43         | 37           | 80          |  | 9     |            |              |             |
| 3                                       | 52         | 39           | 91          |  | 10    |            |              |             |
| 4                                       | 53         | 63           | 116         |  | 11    |            |              |             |
| 5                                       | 63         | 57           | 120         |  | 12    |            |              |             |
| 6                                       | 82         | 56           | 138         |  | Other |            |              |             |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → |            |              |             |  |       |            |              | 711         |

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>80</u> % White                         |
| <u>1</u> % Black or African American      |
| <u>8</u> % Hispanic or Latino             |
| <u>11</u> % Asian/Pacific Islander        |
| <u>0</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                         |

7. Student turnover, or mobility rate, during the past year: 7 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

|     |  |      |
|-----|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year.   | 23   |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 27   |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)]                                       | 50   |
| (4) | Total number of students in the school as of October 1   | 761  |
| (5) | Subtotal in row (3) divided by total in row (4)  | 0.07 |
| (6) | Amount in row (5) multiplied by 100  | 7.0% |

8. Limited English Proficient students in the school: 03 %  
30 Total Number Limited English Proficient  
 Number of languages represented: 8  
 Specify languages: Farsi, Romanian, Philipino (Tagalog), Urdu, French, Spanish, Turkish, and Vietnamese

9. Students eligible for free/reduced-priced meals: 5.8 %  
44 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7.5 %  
53 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

|                                     |   |
|-------------------------------------|---|
| <u>      </u> Autism                | <u>      </u> Orthopedic Impairment                 |
| <u>      </u> Deafness              | <u>  1  </u> Other Health Impaired                  |
| <u>      </u> Deaf-Blindness        | <u> 15 </u> Specific Learning Disability            |
| <u>      </u> Hearing Impairment    | <u> 37 </u> Speech or Language Impairment           |
| <u>      </u> Mental Retardation    | <u>      </u> Traumatic Brain Injury                |
| <u>      </u> Multiple Disabilities | <u>      </u> Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

|                                       | <u><b>Full-time</b></u> | <u><b>Part-Time</b></u> |
|---------------------------------------|-------------------------|-------------------------|
| Administrator(s)                      | <u>  1  </u>            | <u>      </u>           |
| Classroom teachers                    | <u> 30 </u>             | <u>  4  </u>            |
| Special resource teachers/specialists | <u>  1  </u>            | <u>  8  </u>            |
| Paraprofessionals                     | <u>      </u>           | <u>  6  </u>            |
| Support staff                         | <u>  3  </u>            | <u> 10 </u>             |
| Total number                          | <u> 35 </u>             | <u> 28 </u>             |

12. Average school student-“classroom teacher” ratio: K 30:1   1-3 20:1   4-6 32:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

|                          | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96.8      | 96.5      | 96.6      | 96.8      | 96.6      |
| Daily teacher attendance | 90        | 95        | 96        | 94        | 96        |
| Teacher turnover rate *  | 20%       | 15%       | 22%       | 5%        | 2%        |
| Student dropout rate     |           |           |           |           |           |
| Student drop-off rate    |           |           |           |           |           |

- \* Teacher turnover rate increased due to declining enrollment, elimination of Class Size Reduction in kindergarten (02-03) and District Retirement Incentives Program (01-02, 02-03).

## PART III – SUMMARY

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Valencia Elementary School, located in the suburban city of Laguna Hills, Orange County, CA, opened its doors in 1969. Honored as a California Distinguished Excellence in Arts Education School (2000) and as a California Distinguished School (2002), Valencia is a well-regarded neighborhood institution of learning. Since 1989, Valencia has also been identified as a district site for the regional Gifted and Talented Education (GATE) program. Needs of special education students are met by a Resource Specialist who works with students in small groups based on needs identified in their Individualized Education Plan. English Language Learners are placed with teachers who have received additional training in second language acquisition strategies. Expectations for every student, regardless of ethnic, religious, economic background, or ability level are high: **all students will meet or exceed State and District standards and maximize their fullest potential.**

Valencia School staff includes forty-three certificated and seventeen classified employees who worked closely with the community to develop the following school mission statement. **This mission statement is reviewed and updated annually to reflect the changing needs of students.**

**It is our mission to collaborate with all segments of the school community to maximize educational and enrichment opportunities for students by adhering to the following beliefs:**

- Providing all students with a rigorous and challenging standards based curriculum
- Maintaining a safe, encouraging, and orderly learning environment
- Reinforcing positive character qualities, leadership, and an appreciation and respect for self and others
- Building an understanding and appreciation of democratic principles
- Integrating technology into daily instruction

Valencia parents are well-educated professionals who champion an active Parent Teacher Association (PTA). Parent volunteers, in conjunction with community members, provide school-wide enrichment for our students by endowing *Art Masters*, *Composer Countdown*, informative assemblies, field trips, and our flourishing community gardens. Parents also assist in classrooms, annually accumulating over 39,000 hours of volunteer time.

Standardized test results meet and exceed rigorous District and State standards. Our 2003 Academic Performance Index (API) ranks number 8 out of 388 Orange County elementary schools. We have frequently been named as one of the top 100 scoring schools in the state. Our 2003 API score increased by 16 points to 899, the highest in the District. Needs of under-performing students are conscientiously addressed through an after-school intervention program, the District Language Arts Assistance Program (LAAP), and through daily intervention of our Resource Specialist and/or Speech Pathologist. The Child Study Team actively works to support teachers of at-risk students by recommending special education assessment when appropriate.

Valencia students distinguish themselves in a myriad of ways. In addition to academic excellence, they regularly participate in county, state and national academic competitions. Student writers have had their work published in local newspapers and poetry anthologies, while student artists have had their work selected for community and county recognition. Toys for Tots, Project Dignity, Saddleback Community Outreach, classroom service projects, and support to our Armed Forces in Iraq provide ongoing opportunities for our students to fully participate as members of the community.

The driving force of our success exists within the talents of our exemplary staff, the dedicated commitment of the parents and students, and the endorsements we receive from the general community.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results**

The Student Testing and Reporting System (STAR) reports achievement data for all students and schools in California. STAR utilizes two testing tools, the California Achievement Test (CAT/6), a nationally normed assessment, and the California Standards Test (CST), a criterion referenced test aligned with State academic standards. Both assessments are administered to all students in grades two through six and provide individual and group scores. The Academic Performance Index (API), a system for ranking schools statewide according to results of student performance on (STAR), gives a numeric index that ranges from a low of 200 to a high of 1000. The State has set 800 as an API benchmark for all California schools. API scores at Valencia have increased over the past four years to the current score of 899, which places us eighth in the county and first in our own District.

California Achievement Test/6 (CAT/6): In 2003, at least 75% of Valencia students scored above the 50<sup>th</sup> percentile and at each grade level a minimum of 40% of the students scored above the 75<sup>th</sup> percentile on all reading subtests. School-wide in the area of math, Valencia students scored in the top 18% of the nation with National Percentile Rankings (NPR) between 82 and 90 in all grade levels. Strength in math is further evidenced with fewer than 5% of the students scoring in the lowest quartile (below 25<sup>th</sup> percentile). Language scores are comparable to these outstanding reading and math reports with at least 73% of our students scoring above the 50<sup>th</sup> percentile.

California Standards Test (CST): The CST relates directly to State adopted standards in reading and math. Student performance is defined in four categories: “Far Below Basic,” “Below Basic,” “Basic,” “Proficient,” or “Advanced.” In 2003, students’ scores in the “Proficient” and “Advanced” levels increased in 7 out of 10 cohorts. The percentage of students in grades two through six scoring “Proficient” and “Advanced” ranged from 64% to 84%, whereas only slightly more than 3% of our students scored in the “Far Below Basic” range in reading and math.

Additional Measures: Saddleback Valley Unified School District has developed additional language arts assessments that are administered three times each year. Kindergarten testing identifies student knowledge about concepts of print, beginning and ending sounds, phoneme awareness, and beginning sight words. In grades 1 and 2, the *Beginning Phonics Skills Test* and *Johnston Spelling Inventory* are administered to give teachers information about students’ phonetic skills. Additionally, an individually administered oral text reading allows teachers to check for accuracy and fluency, and the *Scholastic Reading Inventory* gives data about comprehension. Formative assessment data in grades 3-6 is obtained through the *Scholastic Reading Inventory* and *Johnston Spelling Inventory*, as well as via an oral text reading for students scoring below expectancies.

Assessments that help determine student understanding of math concepts and acquisition of math facts furnish crucial information that is used to form groups and identify students struggling in this area. Classroom instruction in math and language arts is based on formative assessment data that guides teachers as they design appropriate instructional experiences for students.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS (cont.)**

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### **2. Use of Assessment Data**

As a standards-based learning community, Valencia Elementary School systematically undertakes an in-depth, analytical analysis whereby test data is scrutinized, interpreted, and utilized to culminate in prescriptive classroom instruction. The comparison of standardized results from the CAT/6 with the CA State Standards Tests yields diagnostic school-wide data. Each fall, standardized results from the previous spring define the academic focus for the year. Grade levels identify the demonstrated strengths and deficiencies of incoming students and develop strategies to remedy weaknesses. This information provides the framework, based on a format recommended by the State, to develop Valencia's Single Plan for Student Achievement. The School Site Council annually reviews and approves this plan in which identified needs and goals are directly aligned with expenditures. Additionally, informal assessments including the *Scholastic Reading Inventory* (SRI), phonemic awareness assessments, *Beginning Phonics Skills Test* (BPST), grade level writing assessments, and publisher or teacher-generated assessments provide ongoing monitoring tools to inform instructional goals. During a grade level release day each trimester and three student-free Staff Development Days, team members and the school principal chart progress toward grade level goals based on these multiple measures.

Recently, Valencia's staff identified reading comprehension as a school-wide area of focus. Individual grade level goals were established and funds were targeted to augment resources in this area. As a result, additional lexiled readers and comprehension tests were purchased to further improve comprehension skills as measured by the SRI.

Writing is another subject targeted by Valencia's staff for academic improvement. To address this issue, grade levels collaborated to access individual teacher expertise more effectively, agreeing to give common writing prompts and to jointly score student writing using an established rubric. Staff discussions about the results provide common understandings of grade level expectations and added insights into student growth. Valencia's continuous cycle of assessment, analysis, and modification of instructional strategies operates as a productive vehicle to monitor and address student needs.

### **3. Communicating Assessment Data to Parents**

Ongoing and frequent home-school communication is critical to student success. The School Accountability Report Card, available on the District home page, and Valencia's web site provide information to parents about standards, assessment data, funding, enrollment, and current school events. In early October, grade level standards are reviewed with parents at Back to School Night. Summative and formative assessment data are shared during biannual parent/teacher/student conferences and goals for the remainder of the year are set, often with student input. This year teachers are piloting an on-line grading program. Parents are given a password so that they can access their student's current grades at anytime. Regular communications through our Thursday Folders (returning graded assignments and school notices), progress reports, report cards, parent teacher conferences, and school communications all provide information on student progress.

An active and supportive School Site Council reviews school assessment data on at least an annual basis. The Council, composed of equal representation of parents and staff, assumes a leadership role while reviewing data and approving school goals. The first meeting of every school year is dedicated to this function. At subsequent meetings, the Council reviews progress toward goals, sends representation to district curriculum adoption meetings and makes budgetary decisions. Valencia's principal updates the PTA on school goals and progress during regular reports at monthly meetings. Newsletters from the principal publicize school accolades, achievement, and goals.



## **PART IV – INDICATORS OF ACADEMIC SUCCESS (cont.)**

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### **4. Sharing Success**

Valencia School staff members work closely with other district and county schools to share successes and strengthen strategies. The staff shares a strong sense that working with others in the educational community serves to strengthen all. Grade level meetings via release time allow teachers to share and compare student work and collaborate on ways to meet the needs of all learners. Teachers eagerly use this time to celebrate and discuss their successes and to brainstorm ways to overcome needs. Cross grade level sharing is an expected item during school staff meetings and on in-service days. Valencia's principal participates in sharing best practices during monthly district leadership meetings. Teachers serve on curriculum development committees and as mentors in the areas of Science and History/Social Studies. Recognized for their expertise, staff members are regularly asked to present at county, state, and national conferences, and do so enthusiastically. For example, Valencia teachers have served as presenters at the California Teachers' Association Good Teaching Conference, Orange County Math Conference and as a Johns Hopkins Fellow. Valencia's principal and staff have been active in the Beginning Teacher Support and Assistance Program (BTSA), giving in-services throughout the county to new teachers and their support providers and serving as mentors to intern teachers. Valencia serves as a training site for pre service teachers from Concordia University, University of California, Irvine, and California State University, Fullerton. Currently, four student teachers are completing their CA credential work at Valencia. Staff members believe that they are privileged to glean a great deal from these pre-service teachers and that they have an obligation to support those entering the education profession. Working with others at all levels of the educational community strengthens everyone's skills.

## PART V – CURRICULUM AND INSTRUCTION

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### 1. School Curriculum

Valencia School is a center of dynamic learning where curriculum decisions are driven by California content standards and research-based best practices. Our goal is for students to acquire an in-depth understanding of concepts that can be applied to the world outside the classroom. With this goal in mind and armed with a solid understanding of grade level standards, Valencia teachers use a variety of resources to implement, expand and enrich the standards-based core curriculum.

To maximize students' **literacy**, reading, writing, speaking and listening are emphasized in all content areas with the focus on building fluency and comprehension. Students are challenged by an integrated, literature rich curriculum that extends through the core, one that utilizes and infuses District adopted texts.

Reading instruction takes place within both large and small group settings and encompasses comprehension skills, literary elements, vocabulary, and spelling development. Students read a variety of narrative and expository texts, including classic and contemporary literature, magazines, newspapers, and on line information both for pleasure and for predetermined purposes. Printed and electronic text is used by students to analyze information, create documents, and develop research skills. Spelling includes instruction in phonetic patterns, word structure, and etymology and is embedded within daily formal and informal writing activities. In written language, students receive directed practice in composing forms such as persuasive, narrative, summary, and expository writing; and respond to literature through the use of both structured organizers and less structured journal entries.

In **mathematics**, mastery of mathematical skills and problem solving strategies based on California State and District standards is expected. Emphasis extends beyond computation and number sense to encompass logic, algebraic thinking, measurement, and spatial relationships. Teachers deliver a comprehensive mathematics curriculum in which the core standards-based text is interwoven with a hands-on approach through the use of a variety of manipulatives. *Math Their Way*, *Project Aims*, *Mountain Math* and *Marcy Cook Math Tiles* are just a few vehicles employed to enhance motivation and develop in-depth understandings. Cross grade level articulation assures effective skill progression. Students in grades four through six are taught in flexible, homogeneous groups that are modified to reflect student needs.

**Science** instruction at Valencia includes earth, life, and physical science at all grade levels. State standards are met by combining the use of the core textbook with hands-on experiences. Students develop scientific scholarship by asking meaningful questions and conducting careful investigations. The significance of science is evidenced in our theme gardens designed to extend focused inquiry, our fully equipped science resource center, and by the operation of Valencia's on-site weather station. The Trabuco Canyon Field Studies Program, an outdoor education center maintained and staffed by the District, gives students another opportunity to experience and appreciate their environment while acquiring science standards.

Valencia students demonstrate intellectual reasoning, reflection, and research skills in conjunction with the **History/Social Studies** curriculum. Areas of study include geography, key events of historical eras, the individual's place in society, and democratic principles. Students throughout grade levels experience historical simulations, dramatic productions, an overnight stay on a vintage vessel, and extended literature studies which support History/Social Studies standards and bring personal meaning to the standards-based textbook. The geography strand of the State standards is reinforced through participation in the State Geography Bee and by special funding that purchased of updated maps and globes for every classroom. The History/Social Studies curriculum is routinely used as a means to reinforce reading, writing, speaking, and listening skills.

## **PART V – CURRICULUM AND INSTRUCTION (cont.)**

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### **2. Reading Curriculum**

Reading is the core of an elementary school curriculum and at Valencia we continually scrutinize reading scores to determine ways to help our students achieve the highest possible success in this area. Our reading program is anchored by the Harcourt Brace *Signatures* series and is supplemented by strategies and resources that incorporate selected novels, *ZooPhonics*, *KidPix*, and other software such as *Scholastic Reading Inventory* that provides lexile scores for each child. Teachers use ongoing diagnostic assessments and district benchmarks as tools to form flexible instructional groups for prescriptive guided reading. Within these groups, reading skills and strategies are systematically taught, practiced, and reinforced. Our students enjoy literature circles, book clubs and opportunities to read from a variety of genre. Silent sustained reading, oral read alouds, and independent reading are integrated into daily classroom schedules and homework assignments. Our reading incentive program, *Reading Counts*, is funded by the PTA and supported by classroom teachers; this in part helped us receive a \$5000 State Governor's Reading Award two years in a row. Students who struggle in reading receive a variety of intervention strategies. The Child Study Team brings together special education staff, the classroom teacher, school principal, and parents to identify concerns and chart remediation strategies. Based on the recommendation of the team, students may be referred for further testing and possible placement into the Resource Specialist Program (RSP), placed in small group reinforcement in our Language Arts Assistance Program (LAAP), a multi-sensory research supported intervention based on *Project Read*, or invited to participate in our Extended Learning Time program, before or after school. The annual PTA sponsored Book Fair and Authors' Day showcase published authors and serves to encourage both student writing and reading. The positive result of these activities has been increased student motivation, improved quality of work, and added depth of reflective thinking in student writing and reading.

### **3. Visual and Performing Arts**

In keeping with Valencia's mission to maximize educational and enrichment opportunities for children, the artistic talents and skills of the staff are combined with those of our parents and community, resulting in an outstanding visual and performing arts program. Structured around the California State Framework for Fine Arts, District vocal and instrumental music programs support student understanding of music and the performing arts. *Art Masters*, sponsored by the PTA, allows students to experience a variety of visual techniques as they reproduce the styles and techniques of famous artists. During *Composer Countdown*, students learn to recognize and appreciate classical composers and their works. Orange County Performing Arts Center provides a venue for fieldtrips and fine arts based assemblies. At monthly flag raising ceremonies, student performances are showcased. Numerous thematic musical presentations, stage productions, and dramatic interpretations highlight fine arts in all grade levels. In addition to classroom experiences, students may elect to participate in before and after school Chorus and Drama Club.

Fine Arts experiences personalize standards in all curricular areas and make them relevant to students. Our nation's democratic principles are reflected in patriotic musicals and class-designed American quilts. California's heritage is supported through stage productions, square dance participation, choral readings and music. Our sixth graders, at their Roman Marketplace staged for school-wide enjoyment, reenact ancient civilizations. As students develop their performance skills, they grow in social awareness, respect for self and others, and demonstrate qualities of leadership. A strong sense of community has emerged as we enjoy each other's presentations. A visitor to Valencia quickly understands the connection between the arts and the content areas. Math, literature, social studies and science are artistically reflected in aesthetically displayed student work. As a result of our commitment to the fine arts, Valencia was the only Orange County School recognized in 2000 to receive the California Distinguished School Excellence in Arts Education Award.

## **PART V – CURRICULUM AND INSTRUCTION (cont.)**

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### **4. Instructional Methods to Improve Student Learning**

The continuous cycle of **assess, instruct, practice, and reassess** forms the backbone of instruction at Valencia School. Teachers determine initial instruction based on standardized and informal assessment data. Using this information, teachers formulate flexible groups in math and reading. In reading, teachers carefully monitor student work, writing samples, district-developed assessments, and running records to determine ongoing group placement. Within the confines of these small groups, leveled readers and authentic literature are critical pieces to tailor instruction that meets the needs of each child. In grades four through six, students are homogeneously grouped for daily math instruction. This allows some students to benefit from smaller class sizes and additional practice in grade level standards, while others are challenged by more advanced concepts. Daily lessons frequently include graphic organizers, demonstrations and investigations, use of the presentation systems linked to computers in each classroom, student role-playing and performances, or mini fieldtrips to one of the specialized school garden plots.

The Library Media Resource Center provides a source of pride and a cornerstone for student learning. A library with over 12,000 titles gives all students access to books for recreational reading or research. The fully networked 40 station iMac computer lab and SMARTBoard, provide Valencia staff the opportunity to demonstrate computer techniques for students and highlight web sites that reinforce concepts or provide opportunities for research. Students use the lab weekly during class assigned times and also during lunch or after school to complete research projects, take *Reading Counts* quizzes or develop Power Point presentations that give students opportunities to proudly share new knowledge.

### **5. Professional Development**

A school wide teaching culture that embraces collaboration and collegial planning contributes to the strength and effectiveness of Valencia's staff. Continually seeking more effective strategies to help students reach standards, all teachers participate in a well-designed District and school-level professional development plan. Staff training is designed around State and District standards. Thus far in 2003-04, three full day staff development in-services have occurred. In early September, the staff had the opportunity to review assessment data from the previous spring. Meeting first as an entire staff and later in grade level groups, the staff identified strengths and needs. Teachers determined goals for the year and identified resource and staff development needs to help address objectives. As a follow up, our principal met with each grade level during release time. These meetings provided time for professional discussions, refinement of grade level goals and review of ongoing diagnostic assessment data to chart student progress. The second staff development day was devoted to revisiting language arts standards in preparation for making informed decisions about the new language arts adoption. Reviewing language arts materials approved for adoption in California, aligning them with standards and classroom needs, and determining which materials provide universal access to core curriculum for all Valencia's students was the focus of our third staff development day.

Valencia's highly professional teachers often identify their own areas of staff development to support personal professional growth. Teacher attendance at conferences is encouraged and applauded. Funds from our School Improvement Program have been specifically designated for this purpose. Valencia's principal also attends leadership conferences and participates along with teachers in content area in-services. Classified staff participate in professional development appropriate to their job description. For example, on a recent staff development day special education instructional assistants received training in behavior management and our library clerks reviewed new software and explored *World Book-Online*, newly available on our school server. Formal staff development provides an important resource for constant professional growth; however, the continuous informal collaboration that results from our commitment to excellence is also highly valued.

**SECOND GRADE STATE CRITERION-REFERENCED TESTS**  
**(California Standards Test)**  
**ENGLISH LANGUAGE ARTS**

**Grade:**   2  

**Test:** California Standards Test

**Edition/publication year:** 2003 **Publisher:** California State Department of Education

|   | <b>2002-03</b> | <b>2001-02</b> | <b>2000-01</b> |
|---|----------------|----------------|----------------|
| <b>Students in the grade in which the test was administered</b> | 86             | 104            | 116            |

|   |    |     |     |
|---|----|-----|-----|
| <b>Number of students who took the test</b> | 86 | 101 | 113 |
|---|----|-----|-----|

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

|  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                                    | May       | May       | May       |           |           |
| <b>SCHOOL SCORES *</b>                           |           |           |           |           |           |
| % At or Above Basic                              | 93%       | 92%       | 90%       |           |           |
| % At or Above Proficient                         | 64%       | 63%       | 63%       |           |           |
| % At Advanced                                    | 27%       | 32%       | 35%       |           |           |
| Number of students tested                        | 86        | 101       | 113       |           |           |
| Percent of total students tested                 | 100%      | 97%       | 97%       |           |           |
| Number of students excluded                      | 0         | 0         | 0         |           |           |
| Percent of students excluded                     | 0%        | 0%        | 0%        |           |           |
| <b>SUBGROUP SCORES*</b>                          |           |           |           |           |           |
| 1.   N/A                      (specify subgroup) |           |           |           |           |           |
| % At or Above Basic                              |           |           |           |           |           |
| % At or Above Proficient                         |           |           |           |           |           |
| % At Advanced                                    |           |           |           |           |           |
| Number of students tested                        |           |           |           |           |           |
| 2.   N/A                      (specify subgroup) |           |           |           |           |           |
| % At or Above Basic                              |           |           |           |           |           |
| % At or Above Proficient                         |           |           |           |           |           |
| % At Advanced                                    |           |           |           |           |           |
| Number of students tested                        |           |           |           |           |           |
| <b>STATE SCORES **</b>                           |           |           |           |           |           |
| % At or Above Basic                              | 68%       | 63%       | 61%       |           |           |
| State Mean Score (Scaled Score)                  | 332       | 324       |           |           |           |
| % At or Above Proficient                         | 36%       | 32%       | 32%       |           |           |
| State Mean Score                                 | 332       | 324       |           |           |           |
| % At Advanced                                    | 12%       | 9%        | 10%       |           |           |
| State Mean Score                                 | 332       | 324       |           |           |           |

\* Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.

\*\*No state scores were reported in 2000-2001.

California Standards Tests (CST) have been developed by the state to identify students who meet state standards. The mean scaled score for all California second grade students who took the CST in English Language Arts in 2003 was 324.1, while the mean scaled score for second grade students at Valencia School was 378.4. The state has set 350, which represents “Proficient” performance level, as a benchmark for all CA students.

**THIRD GRADE STATE CRITERION-REFERENCED TESTS**  
**(California Standards Test)**  
**ENGLISH LANGUAGE ARTS**

**Grade:** 3

**Test:** California Standards Test

**Edition/publication year:** 2003 **Publisher:** California State Department of Education

|   | 2002-03 | 2001-02 | 2000-01 |
|---|---------|---------|---------|
| <b>Students in the grade in which the test was administered</b> | 113     | 119     | 119     |

|   |     |     |     |
|---|-----|-----|-----|
| <b>Number of students who took the test</b> | 113 | 117 | 116 |
|---|-----|-----|-----|

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | May       | May       | May       |           |           |
| <b>SCHOOL SCORES *</b>           |           |           |           |           |           |
| % At or Above Basic              | 92%       | 94%       | 95%       |           |           |
| % At or Above Proficient         | 73%       | 76%       | 79%       |           |           |
| % At Advanced                    | 42%       | 38%       | 41%       |           |           |
| Number of students tested        | 113       | 117       | 116       |           |           |
| Percent of total students tested | 100%      | 98%       | 97%       |           |           |
| Number of students excluded      | 0         | 0         | 0         |           |           |
| Percent of students excluded     | 0%        | 0%        | 0%        |           |           |
| <b>SUBGROUP SCORES*</b>          |           |           |           |           |           |
| 1. N/A (specify subgroup)        |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| 2. N/A (specify subgroup)        |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| <b>STATE SCORES **</b>           |           |           |           |           |           |
| % At or Above Basic              | 63%       | 61%       | 59%       |           |           |
| State Mean Score (Scaled Score)  | 324       | 323       |           |           |           |
| % At or Above Proficient         | 33%       | 34%       | 30%       |           |           |
| State Mean Score                 | 324       | 323       |           |           |           |
| % At Advanced                    | 10%       | 11%       | 9%        |           |           |
| State Mean Score                 | 324       | 323       |           |           |           |

\* Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.

\*\*No state scores were reported in 2000-2001.

California Standards Tests (CST) have been developed by the state to identify students who meet state standards. The mean scaled score for all California third grade students who took the CST in English Language Arts in 2003 was 323.5, while the mean scaled score for third grade students at Valencia School was 389.6. The state has set 350, which represents “Proficient” performance level as a benchmark for all CA students.

**FOURTH GRADE STATE CRITERION-REFERENCED TEST  
(California Standards Test)  
ENGLISH LANGUAGE ARTS**

**Grade:** 4

**Test:** California Standards Test

**Edition/publication year:** 2003 **Publisher:** California State Department of Education

|   | 2002-03 | 2001-02 | 2000-01 |
|---|---------|---------|---------|
| <b>Students in the grade in which the test was administered</b> | 122     | 124     | 126     |

|   |     |     |     |
|---|-----|-----|-----|
| <b>Number of students who took the test</b> | 120 | 115 | 124 |
|---|-----|-----|-----|

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | May       | May       | May       |           |           |
| <b>SCHOOL SCORES *</b>           |           |           |           |           |           |
| % At or Above Basic              | 93%       | 97%       | 94%       |           |           |
| % At or Above Proficient         | 78%       | 79%       | 67%       |           |           |
| % At Advanced                    | 44%       | 52%       | 33%       |           |           |
| Number of students tested        | 122       | 115       | 124       |           |           |
| Percent of total students tested | 99%       | 93%       | 98%       |           |           |
| Number of students excluded      | 0         | 0         | 0         |           |           |
| Percent of students excluded     | 0%        | 0%        | 0%        |           |           |
| <b>SUBGROUP SCORES*</b>          |           |           |           |           |           |
| 1. N/A (specify subgroup)        |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| 2. N/A (specify subgroup)        |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| <b>STATE SCORES **</b>           |           |           |           |           |           |
| % At or Above Basic              | 74%       | 71%       | 66%       |           |           |
| State Mean Score (Scaled Score)  | 339       | 333       |           |           |           |
| % At or Above Proficient         | 39%       | 36%       | 33%       |           |           |
| State Mean Score                 | 339       | 333       |           |           |           |
| % At Advanced                    | 15%       | 14%       | 11%       |           |           |
| State Mean Score                 | 339       | 333       |           |           |           |

\* Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.

\*\*No state scores were reported in 2000-2001.

California Standards Tests (CST) have been developed by the state to identify students who meet state standards. The mean scaled score for all California fourth grade students who took the CST in English Language Arts in 2003 was 332.9, while the mean scaled score for fourth grade students at Valencia School was 402.0. The state has set 350, which represents “Proficient” performance level as a benchmark for all CA students.

**FIFTH GRADE STATE CRITERION-REFERENCED TEST**  
**(California Standards Test)**  
**ENGLISH LANGUAGE ARTS**

**Grade:** 5

**Test:** California Standards Test

**Edition/publication year:** 2003 **Publisher:** California State Department of Education

|   | 2002-03 | 2001-02 | 2000-01 |
|---|---------|---------|---------|
| <b>Students in the grade in which the test was administered</b> | 132     | 134     | 121     |

|   |     |     |     |
|---|-----|-----|-----|
| <b>Number of students who took the test</b> | 132 | 134 | 118 |
|---|-----|-----|-----|

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | May       | May       | May       |           |           |
| <b>SCHOOL SCORES *</b>           |           |           |           |           |           |
| % At or Above Basic              | 94%       | 95%       | 97%       |           |           |
| % At or Above Proficient         | 71%       | 61%       | 65%       |           |           |
| % At Advanced                    | 23%       | 27%       | 19%       |           |           |
| Number of students tested        | 132       | 134       | 118       |           |           |
| Percent of total students tested | 100%      | 100%      | 97%       |           |           |
| Number of students excluded      | 0         | 0         | 0         |           |           |
| Percent of students excluded     | 0%        | 0%        | 0%        |           |           |
| <b>SUBGROUP SCORES*</b>          |           |           |           |           |           |
| 1. N/A (specify subgroup)        |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| 2. N/A (specify subgroup)        |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| <b>STATE SCORES **</b>           |           |           |           |           |           |
| % At or Above Basic              | 72%       | 71%       | 66%       |           |           |
| State Mean Score (Scaled Score)  | 332       | 328       |           |           |           |
| % At or Above Proficient         | 36%       | 31%       | 29%       |           |           |
| State Mean Score                 | 332       | 328       |           |           |           |
| % At Advanced                    | 10%       | 9%        | 7%        |           |           |
| State Mean Score                 | 332       | 328       |           |           |           |

\* Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.

\*\*No state scores were reported in 2000-2001.

California Standards Tests (CST) have been developed by the state to identify students who meet state standards. The mean scaled score for all California fifth grade students who took the CST in English Language Arts in 2003 was 327.7, while the mean scaled score for fifth grade students at Valencia School was 371.2. The state has set 350, which represents “Proficient” performance level as a benchmark for all CA students.



**SIXTH GRADE STATE CRITERION-REFERENCED TEST**  
**(California Standards Test)**  
**ENGLISH LANGUAGE ARTS**

**Grade:** 6

**Test:** California Standards Test

**Edition/publication year:** 2003 **Publisher:** California State Department of Education

|   | <u>2002-03</u> | <u>2001-02</u> | <u>2000-01</u> |
|---|----------------|----------------|----------------|
| <b>Students in the grade in which the test was administered</b> | <u>142</u>     | <u>124</u>     | <u>126</u>     |
| <b>Number of students who took the test</b>                     | <u>142</u>     | <u>124</u>     | <u>117</u>     |

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

|                                  | <u>2002-<br/>2003</u> | <u>2001-<br/>2002</u> | <u>2000-<br/>2001</u> | <u>1999-<br/>2000</u> | <u>1998-<br/>1999</u> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Testing month                    | May                   | May                   | May                   |                       |                       |
| <b>SCHOOL SCORES *</b>           |                       |                       |                       |                       |                       |
| % At or Above Basic              | 94%                   | 93%                   | 95%                   |                       |                       |
| % At or Above Proficient         | 82%                   | 72%                   | 74%                   |                       |                       |
| % At Advanced                    | 42%                   | 37%                   | 40%                   |                       |                       |
| Number of students tested        | 142                   | 124                   | 117                   |                       |                       |
| Percent of total students tested | 100%                  | 100%                  | 43%                   |                       |                       |
| Number of students excluded      | 0                     | 0                     | 0                     |                       |                       |
| Percent of students excluded     | 0%                    | 0%                    | 0%                    |                       |                       |
| <b>SUBGROUP SCORES*</b>          |                       |                       |                       |                       |                       |
| 1. N/A (specify subgroup)        |                       |                       |                       |                       |                       |
| % At or Above Basic              |                       |                       |                       |                       |                       |
| % At or Above Proficient         |                       |                       |                       |                       |                       |
| % At Advanced                    |                       |                       |                       |                       |                       |
| Number of students tested        |                       |                       |                       |                       |                       |
| 2. N/A (specify subgroup)        |                       |                       |                       |                       |                       |
| % At or Above Basic              |                       |                       |                       |                       |                       |
| % At or Above Proficient         |                       |                       |                       |                       |                       |
| % At Advanced                    |                       |                       |                       |                       |                       |
| Number of students tested        |                       |                       |                       |                       |                       |
| <b>STATE SCORES **</b>           |                       |                       |                       |                       |                       |
| % At or Above Basic              | 71%                   | 66%                   | 67%                   |                       |                       |
| State Mean Score (scaled score)  | 323                   | 323                   |                       |                       |                       |
| % At or Above Proficient         | 36%                   | 30%                   | 31%                   |                       |                       |
| State Mean Score                 | 323                   | 323                   |                       |                       |                       |
| % At Advanced                    | 13%                   | 9%                    | 8%                    |                       |                       |
| State Mean Score                 | 323                   | 323                   |                       |                       |                       |

\* Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.

\*\*No state scores were reported in 2000-2001.

California Standards Tests (CST) have been developed by the state to identify students who meet state standards. The mean scaled score for all California sixth grade students who took the CST in English Language Arts in 2003 was 323.0, while the mean scaled score for sixth grade students at Valencia School was 387.0. The state has set 350, which represents “Proficient” performance level, as a benchmark for all CA students.

**SECOND GRADE STATE CRITERION-REFERENCED TEST**  
**(California Standards Test)**  
**Mathematics**

**Grade:** 2

**Test:** California Standards Test

**Edition/publication year:** 2003 **Publisher:** California State Department of Education

**Students in the grade in which the test was administered** 2002-03 2001-02  
86 104

**Number of students who took the test** 86 104

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | May       | May       |           |           |           |
| <b>SCHOOL SCORES *</b>           |           |           |           |           |           |
| % At or Above Basic              | 95%       | 97%       |           |           |           |
| % At or Above Proficient         | 85%       | 71%       |           |           |           |
| % At Advanced                    | 48%       | 42%       |           |           |           |
| Number of students tested        | 86        | 104       |           |           |           |
| Percent of total students tested | 100%      | 100%      |           |           |           |
| Number of students excluded      | 0         | 0         |           |           |           |
| Percent of students excluded     | 0%        | 0%        |           |           |           |
| <b>SUBGROUP SCORES*</b>          |           |           |           |           |           |
| 1. N/A (specify subgroup)        |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| 2. N/A (specify subgroup)        |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| <b>STATE SCORES</b>              |           |           |           |           |           |
| % At or Above Basic              | 76%       | 68%       |           |           |           |
| State Mean Score (Scaled Score)  | 357       | 343       |           |           |           |
| % At or Above Proficient         | 53%       | 43%       |           |           |           |
| State Mean Score                 | 357       | 343       |           |           |           |
| % At Advanced                    | 24%       | 16%       |           |           |           |
| State Mean Score                 | 357       | 343       |           |           |           |

\*Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.

California Standards Tests (CST) have been developed by the state to identify students who meet state standards. The mean scaled score for all California second grade students who took the CST in English Language Arts in 2003 was 342.7, while the mean scaled score for second grade students at Valencia School was 418.3. The state has set 350, which represents “Proficient” performance level as a benchmark for all CA students.

**THIRD GRADE STATE CRITERION-REFERENCED TEST**  
**(California Standards Test)**  
**Mathematics**

**Grade:**       3  

**Test:** California Standards Test

**Edition/publication year:** 2003 **Publisher:** California State Department of Education

|   |                |                |
|---|----------------|----------------|
|   | <b>2002-03</b> | <b>2001-02</b> |
| <b>Students in the grade in which the test was administered</b> | 113            | 119            |

|   |     |     |
|---|-----|-----|
| <b>Number of students who took the test</b> | 113 | 119 |
|---|-----|-----|

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

|  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                                    | May       | May       |           |           |           |
| <b>SCHOOL SCORES *</b>                           |           |           |           |           |           |
| % At or Above Basic                              | 95%       | 92%       |           |           |           |
| % At or Above Proficient                         | 83%       | 75%       |           |           |           |
| % At Advanced                                    | 58%       | 40%       |           |           |           |
| Number of students tested                        | 113       | 119       |           |           |           |
| Percent of total students tested                 | 100%      | 100%      |           |           |           |
| Number of students excluded                      | 0         | 0         |           |           |           |
| Percent of students excluded                     | 0%        | 0%        |           |           |           |
| <b>SUBGROUP SCORES*</b>                          |           |           |           |           |           |
| 1.   N/A                      (specify subgroup) |           |           |           |           |           |
| % At or Above Basic                              |           |           |           |           |           |
| % At or Above Proficient                         |           |           |           |           |           |
| % At Advanced                                    |           |           |           |           |           |
| Number of students tested                        |           |           |           |           |           |
| 2.   N/A                      (specify subgroup) |           |           |           |           |           |
| % At or Above Basic                              |           |           |           |           |           |
| % At or Above Proficient                         |           |           |           |           |           |
| % At Advanced                                    |           |           |           |           |           |
| Number of students tested                        |           |           |           |           |           |
| <b>STATE SCORES</b>                              |           |           |           |           |           |
| % At or Above Basic                              | 71%       | 65%       |           |           |           |
| State Mean Score (Scaled Score)                  | 344       | 332       |           |           |           |
| % At or Above Proficient                         | 46%       | 38%       |           |           |           |
| State Mean Score                                 | 344       | 332       |           |           |           |
| % At Advanced                                    | 19%       | 12%       |           |           |           |
| State Mean Score                                 | 344       | 332       |           |           |           |

\*Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.

California Standards Tests (CST) have been developed by the state to identify students who meet state standards. The mean scaled score for all California third grade students who took the CST in English Language Arts in 2003 was 331.6, while the mean scaled score for third grade students at Valencia School was 421.5. The state has set 350, which represents “Proficient” performance level as a benchmark for all CA students.

**FOURTH GRADE STATE CRITERION-REFERENCED TEST  
(California Standards Test)  
Mathematics**

**Grade:** 4

**Test:** California Standards Test

**Edition/publication year:** 2003 **Publisher:** California State Department of Education

**Students in the grade in which the test was administered** 2002-03 2001-02  
122 124

**Number of students who took the test** 120 123

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | May       | May       |           |           |           |
| <b>SCHOOL SCORES *</b>           |           |           |           |           |           |
| % At or Above Basic              | 93%       | 97%       |           |           |           |
| % At or Above Proficient         | 84%       | 82%       |           |           |           |
| % At Advanced                    | 57%       | 49%       |           |           |           |
| Number of students tested        | 120       | 123       |           |           |           |
| Percent of total students tested | 99%       | 99%       |           |           |           |
| Number of students excluded      | 0         | 0         |           |           |           |
| Percent of students excluded     | 0%        | 0%        |           |           |           |
| <b>SUBGROUP SCORES*</b>          |           |           |           |           |           |
| 1. <u>N/A</u> (specify subgroup) |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| 2. <u>N/A</u> (specify subgroup) |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| <b>STATE SCORES</b>              |           |           |           |           |           |
| % At or Above Basic              | 72%       | 67%       |           |           |           |
| State Mean Score (Scaled Score)  | 344       | 332       |           |           |           |
| % At or Above Proficient         | 45%       | 37%       |           |           |           |
| State Mean Score                 | 344       | 332       |           |           |           |
| % At Advanced                    | 18%       | 13%       |           |           |           |
| State Mean Score                 | 344       | 332       |           |           |           |

\*Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.

California Standards Tests (CST) have been developed by the state to identify students who meet state standards. The mean scaled score for all California fourth grade students who took the CST in English Language Arts in 2003 was 332.4, while the mean scale score for fourth grade students at Valencia School was 429.0. The state has set 350, which represents “Proficient” performance level as a benchmark for all CA students.

**FIFTH GRADE STATE CRITERION-REFERENCED TEST**  
**(California Standards Test)**  
**Mathematics**

Grade:   5  

Test: California Standards Test

Edition/publication year:  2003  Publisher: California State Department of Education

Students in the grade in which the test was administered 2002-03 2001-02  
132 134

Number of students who took the test 132 134

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

|                                      | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                        | May       | May       |           |           |           |
| <b>SCHOOL SCORES *</b>               |           |           |           |           |           |
| % At or Above Basic                  | 89%       | 86%       |           |           |           |
| % At or Above Proficient             | 71%       | 64%       |           |           |           |
| % At Advanced                        | 33%       | 31%       |           |           |           |
| Number of students tested            | 132       | 134       |           |           |           |
| Percent of total students tested     | 100%      | 100%      |           |           |           |
| Number of students excluded          | 0         | 0         |           |           |           |
| Percent of students excluded         | 0%        | 0%        |           |           |           |
| <b>SUBGROUP SCORES*</b>              |           |           |           |           |           |
| 1. <u>  N/A  </u> (specify subgroup) |           |           |           |           |           |
| % At or Above Basic                  |           |           |           |           |           |
| % At or Above Proficient             |           |           |           |           |           |
| % At Advanced                        |           |           |           |           |           |
| Number of students tested            |           |           |           |           |           |
| 2. <u>  N/A  </u> (specify subgroup) |           |           |           |           |           |
| % At or Above Basic                  |           |           |           |           |           |
| % At or Above Proficient             |           |           |           |           |           |
| % At Advanced                        |           |           |           |           |           |
| Number of students tested            |           |           |           |           |           |
| <b>STATE SCORES</b>                  |           |           |           |           |           |
| % At or Above Basic                  | 61%       | 59%       |           |           |           |
| State Mean Score (Scaled Score)      | 332       | 327       |           |           |           |
| % At or Above Proficient             | 35%       | 29%       |           |           |           |
| State Mean Score                     | 332       | 327       |           |           |           |
| % At Advanced                        | 10%       | 7%        |           |           |           |
| State Mean Score                     | 332       | 327       |           |           |           |

\*Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.

California Standards Tests (CST) have been developed by the state to identify students who meet state standards. The mean scaled score for all California fifth grade students who took the CST in English Language Arts in 2003 was 322.5, while the mean scale score for fifth grade students at Valencia School was 397.3. The state has set 350, which represents “Proficient” performance level as a benchmark for all CA students.

**SIXTH GRADE STATE CRITERION-REFERENCED TEST**  
**(California Standards Test)**  
**Mathematics**

**Grade:** 6

**Test:** California Standards Test

**Edition/publication year:** 2003 **Publisher:** California State Department of Education

**Students in the grade in which the test was administered** 2002-03 2001-02  
142 124

**Number of students who took the test** 142 124

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | May       | May       |           |           |           |
| <b>SCHOOL SCORES *</b>           |           |           |           |           |           |
| % At or Above Basic              | 95%       | 86%       |           |           |           |
| % At or Above Proficient         | 77%       | 71%       |           |           |           |
| % At Advanced                    | 38%       | 38%       |           |           |           |
| Number of students tested        | 142       | 124       |           |           |           |
| Percent of total students tested | 100%      | 100%      |           |           |           |
| Number of students excluded      | 0         | 0         |           |           |           |
| Percent of students excluded     | 0%        | 0%        |           |           |           |
| <b>SUBGROUP SCORES*</b>          |           |           |           |           |           |
| 1. N/A (specify subgroup)        |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| 2. N/A (specify subgroup)        |           |           |           |           |           |
| % At or Above Basic              |           |           |           |           |           |
| % At or Above Proficient         |           |           |           |           |           |
| % At Advanced                    |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| <b>STATE SCORES</b>              |           |           |           |           |           |
| % At or Above Basic              | 64%       | 62%       |           |           |           |
| State Mean Score (Scaled Score)  | 331       | 328       |           |           |           |
| % At or Above Proficient         | 34%       | 32%       |           |           |           |
| State Mean Score                 | 331       | 328       |           |           |           |
| % At Advanced                    | 10%       | 10%       |           |           |           |
| State Mean Score                 | 331       | 328       |           |           |           |

\*Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.

California Standards Tests (CST) have been developed by the state to identify students who meet state standards. The mean scaled score for all California sixth grade students who took the CST in English Language Arts in 2003 was 331.0, while the mean scaled score for sixth grade students at Valencia School was 397.4. The state has set 350, which represents “Proficient” performance level as a benchmark for all CA students.

**SECOND GRADE ASSESSMENTS REFERENCED AGAINST  
NATIONAL NORMS  
MATH**

**Grade** 2 **Test** SAT/9—Math

**Edition/publication year** 1995 **Publisher** Harcourt Education Measurements

**Number of students in the grade in which the test was administered** 2001 2000 1999  
116 107 115

**Number of students who took the test** 110 105 112

**What groups were excluded from testing? Why, and how were they assessed?**

No students were excluded from the test, although some were unavailable during the testing window or excused per parent request.

**Scores are reported here as (check one):** NCEs ☐ Scaled Scores ☐ Percentiles ☒ X ☐

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    |           |           | May       | May       | May       |
| <b>SCHOOL SCORES *</b>           |           |           |           |           |           |
| Total Score                      |           |           | 86        | 86        | 81        |
| Number of students tested        |           |           | 110       | 105       | 112       |
| Percent of total students tested |           |           | 95%       | 98%       | 97%       |
| Number of students excluded      |           |           | 0         | 0         | 0         |
| Percent of students excluded     |           |           | 0%        | 0%        | 0%        |
| <b>SUBGROUP SCORES *</b>         |           |           |           |           |           |
| 1. N/A (specify subgroup)        |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| 2. N/A (specify subgroup)        |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| 3. N/A (specify subgroup)        |           |           |           |           |           |
| Number of students tested        |           |           |           |           |           |
| 4. N/A (specify subgroup)        |           |           |           |           |           |

\*Scores represent all students, no subgroups are reported as the number of students in any one subgroup is statistically insignificant.